

Dixit: Story Book

You will be playing a game of Dixit!

Rules of the Game

- On your turn,
 - You choose a card from your hand and place it face down on the table and say a hint.
 - Other players will then choose a card from their own hand that corresponds to your hint. These cards are shuffled and placed face up on the table.
 - Players will then vote for what they think your card is. You will get a fixed amount of points as long as one person votes for your card unless everyone votes for it.
 - Players whose cards got votes will also receive points
 - Tabulate the points and it is the end of your turn and it is the next player's turn
- The player who reaches 30 points first wins the game.

Your Task

- Playing through the game gives you a good idea of the variety of the art portrayed on the cards.
- You will use 10 cards to create a children's storybook. The cover page and endpage should be created by you and is not included in the 10 cards.

Questions to Consider

- *What is the theme of the story?*
- *Who are the characters in your story?*
- *How do your actions formulate the plot?*
- *What point of view or perspective will you use?*
- *What are the emerging conflicts from your playthrough?*

Check-Bric

Knowledge & Understanding I have effectively incorporated all the necessary cards in my storybook. The audience of my storybook is evident, it is reflected in the tone and language of the book	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Application I have used the Dixit cards to help develop my story with a theme. I have developed the characters of my story so they fit the world of my storybook and not feel out of place	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Communication Correct use of used spelling, grammar, syntax, punctuation and form in my short story. I maintain an appropriate narrative point of view and have a consistent voice and style in the story. My story reads well and articulates the elements in a clear, and creative manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Thinking & Inquiry My outline highlights the order of the cards that I will be using. It provides an idea of why the order matters. My outline for my storybook reflects the final product to ensure that proper English writing process was adhered to. I have completed a playthrough of the game.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Total	/60

Self-Evaluation: Please assign yourself a score by circling the level you feel you have achieved.

<u>Learning Skills and Work Habits</u>	Needs Improvement/Satisfactory/Good/Excellent
Responsibility <ul style="list-style-type: none"> I have completed all of my tasks on time 	N S G E
Independent Work <ul style="list-style-type: none"> I have come prepared to work on my storybook when given time. 	N S G E
Initiative <ul style="list-style-type: none"> I have sought guidance/clarification when necessary and helped my group as necessary. 	N S G E
Organization <ul style="list-style-type: none"> I have submitted all components of the storybook. 	N S G E
Collaboration <ul style="list-style-type: none"> I have worked well with my fellow game mates and provided feedback for others' progress. 	N S G E
Self-Regulation <ul style="list-style-type: none"> I have used class time effectively to complete my storybook. 	N S G E

Teacher Considerations: Expectations

Writing

- 1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
 - 1.1 identify the topic, purpose, and audience for several different types of writing tasks
 - 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing
- 2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
 - 2.1 write for different purposes and audiences using several different literary, informational, and graphic forms
 - 2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing
 - 2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience
 - 2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas
 - 2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies
 - 2.7 produce revised drafts of both simple and complex texts written to meet criteria identified by the teacher, based on the curriculum expectations
- 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
 - 3.1 use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly
 - 3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose
 - 3.3 use punctuation correctly to communicate their intended meaning
 - 3.4 use grammar conventions correctly to communicate their intended meaning clearly
 - 3.5 proofread and correct their writing, using guidelines developed with the teacher and peers

Grade 9, English, ENG1D

- 3.6 use several different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience
- 3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations